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ABSTRACT

This document presents lesson plans and related materials for teaching about the role of women in the U.S. military from World War I to Desert Storm (the Gulf War). The lesson includes a table showing the number of women who took part in Desert Storm broken down by branch of service. Another chart shows the number of women who served in the military during the 20th century broken down by conflict, and includes World Wars I and II, Korea, Vietnam, Grenada, Panama, and Desert Storm. Teaching procedures for using these charts are given. A 16-item bibliography on women in the military is included. A lesson plan on convincing U.S. women to join in the efforts to win World War I is detailed including objectives, lesson procedures, guide questions and a two-item bibliography. Another lesson on the words of military women is given with the objective of allowing students to identify the feelings of the women toward the United States, military service, and war. Procedures and quotations are given, as well as a five-item bibliography. Representations of 10 posters that urged women to do everything from buying savings bonds during war time to enlisting are included. A world map is provided that shows countries where Women's Army Corps (WAC) personnel served from 1942 to 1978. (DK)

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AMERICAN WOMEN AND THE MILITARY IN THE 20TH CENTURY

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WOMEN IN DESERT STORM

Branch of Service	Number of women
Army	26,000
Navy	2,600
Air Force	3,800
Marine Corps	952
Coast Guard	13
Total	33,365

WOMEN WHO SERVED IN MILITARY CONFLICTS DURING THE 20TH CENTURY

Conflict	Number Women
World War I	34,000
World War II	400,000+
Korea	22,000
Vietnam	7,500
Grenada	116
Panama	1,200
Desert Storm	33,365

Teaching Procedures:

Begin by displaying the chart Women In Desert Storm. Ask the students to tell you what they know about the women in Operation Desert Storm. Ask:

1. Why is operation Desert Storm considered by many to be a turning point for women in the military?
2. Why do you think there were so few female members of the Coast Guard in Operation Desert Storm?

Place the chart Women Who Served In Military Conflicts During The 20Th Century on the overhead projector for examination and interpretation

1. Call Students' attention to the numbers who served column and ask students if something surprises them. Discuss and ask the following if needed: Most Americans know of the service of the women in Operation Desert Storm. Why do you think so few Americans know that more women served in World War I than in Operation Desert Storm?
2. When did the most women serve? When did the least number of women serve? What does this tell you about the way history has been recorded and taught?
3. Where might we go to find information on the women who served in World War I?
4. Why do you think so many more women served in World War II than in the other conflicts? What types of things do you think all these women were doing in the military?
5. The Vietnam War was the longest of all American wars. Why do you think fewer women served in this conflict than in Korea or Operation Desert Storm?
6. Locate Korea, Vietnam, Granada, Panama, and the Persian Gulf on a world map. Speculate on the places where American women served in World War I and World War II then research to discover the locations where American women served during World War I and World War II locate these places on the world map.

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CONVINCING AMERICAN WOMEN TO JOIN IN THE EFFORTS TO WIN WORLD WAR I: A LESSON PLAN

Throughout most of history, wars were fought by small groups of professional soldiers. This was no longer the case during World War I. The governments of warring nations including the U. S. called upon large numbers of women to join in the war efforts by taking actions that they had never before been asked to perform. To gain the support of the people, the governments mounted campaigns to inform and convince women to take certain actions. In this lesson students are asked to suggest ways of rallying people during a crisis and to examine how the U. S. government attempted to rally American women to join in the war efforts.

Objectives:

1. Identify the specific behaviors the government asked of women to help in the war efforts during World War I.
2. Offer logical explanations for asking women to conserve, join volunteer groups, or join the military during World War I.
3. Identify specific devices through which the government appealed to the patriotism of the women.
4. Evaluate government posters by comparing them to our present use of advertising techniques and explaining how changes in technology might have accounted for the differences.
5. Work cooperatively in groups.

Lesson Procedures:

Explore what students know about ways to rally groups of people to a cause by having them work work through a problem- solving situation. Divide the class into small groups and distribute a copy of America has a Crisis to each student.

America has a Crisis

America has a crisis and although we need a leader the solution to the crisis requires the cooperative efforts of the vast majority of people to solve. Your task is to convince the youth of America to join in the efforts to confront and solve this crisis.

1. List all the ways you can think of that will get this message, both its general concerns and specifics, to the youth of the country.
2. After you have completed your list rate each of your ideas according to the potential impact you think it may have. Use three ratings: High, Medium, and Low.

When groups have had a sufficient time to perform the tasks have a whole class discussion in which the groups share their assignment and create a class list of suggestions. Propose that the crisis was a big war being fought in another nation a long distance away. Ask the students: "Which of the suggestions on the class list do they think would be used to rally the nation's people for a war?" "Which ideas on our list would not be used?" "Which groups in the country would you expect to receive the focus of attention if the crisis were a war?" Have the students make a list of the specific resources that would be needed for a war. Then put the name of at least one target group that would need to be asked to produce each resource.

Explain that during World War I, the type of warfare was one where troops fought over long lines called fronts and was destructive to the land and villages. Therefore, many people were forced to flee their homes and live as refugees. The war lasted much longer than anyone originally expected so these

problems continued for years. Therefore the U.S. became the major supplier of food, clothing, and military equipment for not only our own troops but also those of our allies and for many of the refugees. In order to supply these additional needs, more producers had to be found.
One group called upon to become producers for the war efforts were the women. The U.S. government and its agencies actively campaigned to get women to do a variety of things to help in the war effort.

In small groups have the students examine postcards showing reproductions of posters produced during World War I by agencies of the U.S. government. Using the guide questions below will help them in performing their analysis.

Guide Questions for Examining World War I Posters

Your group should carefully examine the World War I posters and discuss and answer these questions. Use the data presented in the posters to help you answer or challenge each others' comments and conclusions.

1. What are your first impressions of the reproductions?

2. Which has the most appeal to you? Why?

3. Which two do you think were most effective in getting the desired responses form the women? Why?

4. Which poster asked women to potentially sacrifice the most?

5. What attitudes toward war are being expressed in the military recruitment posters?

6. In what ways have attitudes toward war changed between World War I and today?

7. Have you ever seen a recruitment poster that attempts to get women to join the armed services today? If so, describe it to members of your group and tell where you saw it. Discuss what pictures and words would most likely be on a recruitment poster today?

8. What military positions and jobs do you think were most needed by the military during World War I? Which of these needs could women fulfill? Which positions do you think were actually filled by women during World War I? (Additional research will be needed to test this hypothesis.)

9. Judging from the suggestions on the posters, what behaviors could the greatest number of American women perform that would help in the war effort? Explain specifically how these would be helpful.

10. Why do you think Joan of Arc was used on a poster encouraging people to purchase war bonds? What message do you think this poster is trying to convey?

After the students have had sufficient time to examine and discuss the posters, summarize with a whole class discussion. Call on the spokesperson for each group to review the answers to the questions. Conclude the discussion by comparing your predictions from the last class discussion with what the students found in examining the poster reproductions. Have the class decide how accurate their predictions were and point out any errors. Students should be asked to explain why some of their

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predictions were in error and assess the role of the reproductions of the posters for their learning. Ask: When you reflect on the posters, can you see any propaganda techniques being employed?

Expand the students' understanding of the the efforts to recruit women into military service during the 20th century by examining a reproduction of a poster from World War II. Ask the students to compare the appearances of the women, the expressed attitudes toward war, and the message to the women concerning their reason to join. Ask: How are the posters from both wars similar? What changes are clearly observable? What changes would you expect to see in a recruitment poster produced today?

World War I was the first war in which women were actively recruited for military service. The length of the war and the large numbers of deaths among our allies stimulated their leaders to recruit women in larger numbers that did the Americans. The Europeans also continued the practice of having women in the military forces. In the U. S. there was great controversy among the military and political leaders concerning the appropriateness of women in the military. Only the nurses were allowed to continue in the services after the war ended. Prior to World War I the law stated that admission to the Navy and therefore the Marine corps was open to all citizens. After World War I the law was changed so that admission to the navy and marine Corp was limited to male citizens only. When World War II began women were again recruited for all branches of the military to be in an Auxiliary Corps instead of the regular military forces. Indeed, there was such a great demand for female nurses that a bill was passed in Congress to draft nurses for service.

Materials used in this lesson include: Postcard or poster reproductions from World War I and World War II are available from the National Archives Poster and Facsimiles catalog. National Archives Trust Fund, NEPS Dept. 820, P. O. Box 100793, Atlanta, GA 30384. Postcards @ $.25 each and posters @ $5.00. Minimum order: $2.00 plus $3.00 shipping and handling for orders up to $50.00.

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THE WORDS OF MILITARY WOMEN

The women who have served in the military have done so for a variety of reasons which parallel those of male soldiers. The women are today beginning to speak out and to assert their influence to receive their just recognition and rights as citizens who have preformed well in the face of adversity and discrimination.

Objective:

Given quotations by American women who have served in the military, students will identify the feelings of the women toward the U.S. military service, and war.

Procedures:

Distribute copies of the quotations by the women and have the students in small groups read them and discuss the following set of questions. After the small group discussion have the entire class share their conclusions.

1. How do these quotations make you feel? What emotions and feelings do the quotations express?

2. Which of the quotations do you think were made by nurses? How are their views different from those of the other women ?
3. Which of the women do you think had the most stressful jobs? Why do you believe this to be the case?
4. What similar feelings do the women who served in different wars seem to have about their service, the military, and war?

QUOTATIONS:

"WAF airmen continually ask me why they are not allowed to 'pull their share of the burden' in Southeast Asia when men who have families must go involuntarily, and some may now be threatened with second tours. These women know that nurses, civil service employees, WAC s and Red Cross women are serving in Southeast Asia and they can find no logical reason why enlisted wome in the Air Force should be considered unacceptable by their own Service. While lack of housing many have been a good excuse initially, it becomes less and less acceptable as time goes on." Jeanne Holm, WAF Director 1967. (Holm, 1992, p. 22)

"If American women were half as fragil as the brass seem to think they are, we never would have conquered the West." A sergeant, WAF, 1966. (Holm, 1992 p. 209)

"You could feel the closeness in the air. The veterans in the audience stood up first, and then everybody stood up and applauded. It's not that I had been waiting for someone to say thank you, but nobody ever had." (Women in War p. 226)

"In Marion's last letter, she asked if war was really as bad as the papers say it is. Don't kid yourself, cherub, that I'm having a grand time. War isn't a joke, a fantasy. Civilians have no concept what the day to day drudgery, deprivation and fear is like. You know how the mind functions, one always remembers the more pleasant things in life not the unhappy moments, providing you are mentally healthy. I don't want your sympathy, just mail from home telling me about how I used to live.

"Brother writes that I should rough it like he has to do in the Air Force in India. What does he think I've been doing in the past 19 months? Living in the open lots at times, pup tents, wall tents, finally a pyramidal, using slit trenches, once without even a screen around it, bathing in a helmet if we could even spare the water, and always doing my own laundry. Working many 16-20 hours a day, living on C rations, seeing mangled young men about you at every turn. Trying to smile when all you wanted to do was to wash your face and curl up on the ground to get a bit of sleep-- while the ground shook and the men kept shouting 'Air raid. Damn. Get those lights out.' " June Wandrey. (Wandrey 1991 pp. 132-133)

"Now, for me, the war is over and my Red Cross work is fininshed. I cannot express the dreadful emptiness which has come into my life. Anna Ivanova found me weeping one day. I could not tell her why, because I, myself did not know. She said it was 'reaction.' I didn' contradict her, but I knew it was something much deeper than that. As I looked through these fragmentary notes of mine, I relived all the tragic scenes again and asked myself: 'Was it I, really I- who saw that? Was it I, really I- who did that?' From where had the strength come to endure those ghastly moments? I shivered at the memories they brought back. I recalled the desolate battlefields and saw the soldiers lying amid the twisted wires and shell cavities. Will they be remembered? But who could remember all those many thousands and thousands?" Florence Farmborough, Red Cross Nurse 1918. (Van Devanter and Furey, 1991 p. 71-72)

"I had still not grown accustomed to seeing people torn and bleeding and dying in numbers like these. When one patient dies, its is agonizing enough, when you are faced with such mass suffering and death, something cracks inside of you, and you can't ever be quite the same again." Juanita Redmond, Bataan 1943 (Van Devanter and Furey, 1991 p 143)

"I lost my direction and found myself becoming a person I would never have been before Vietnam. Like thousnads of Americans, I began calling the Vietnamese- both freindly and enemy- 'gooks.' I would have thought I was above tht sort of racism, after all, hadn't I marched in the United States for civil rights like a god Catholic girl who believed all oppression was wrong? Now I was the Vietnamese as nothing more than a group of thieves and murders. They were the ones who kept killing American soldiers. Why should we bother saving them." Lynda Van Devanter, (Van Devanter & Morgan, 1983 p 156.)

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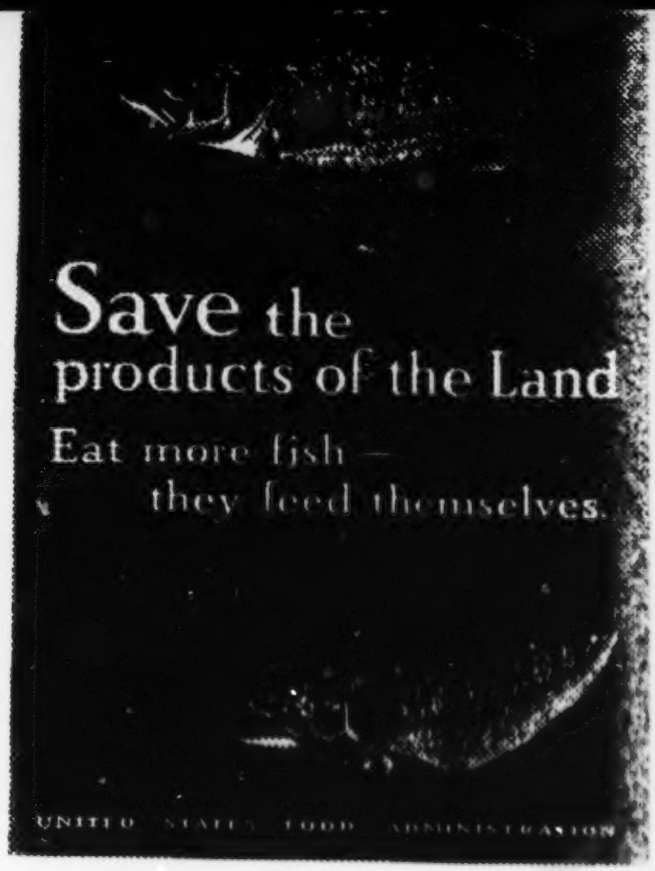

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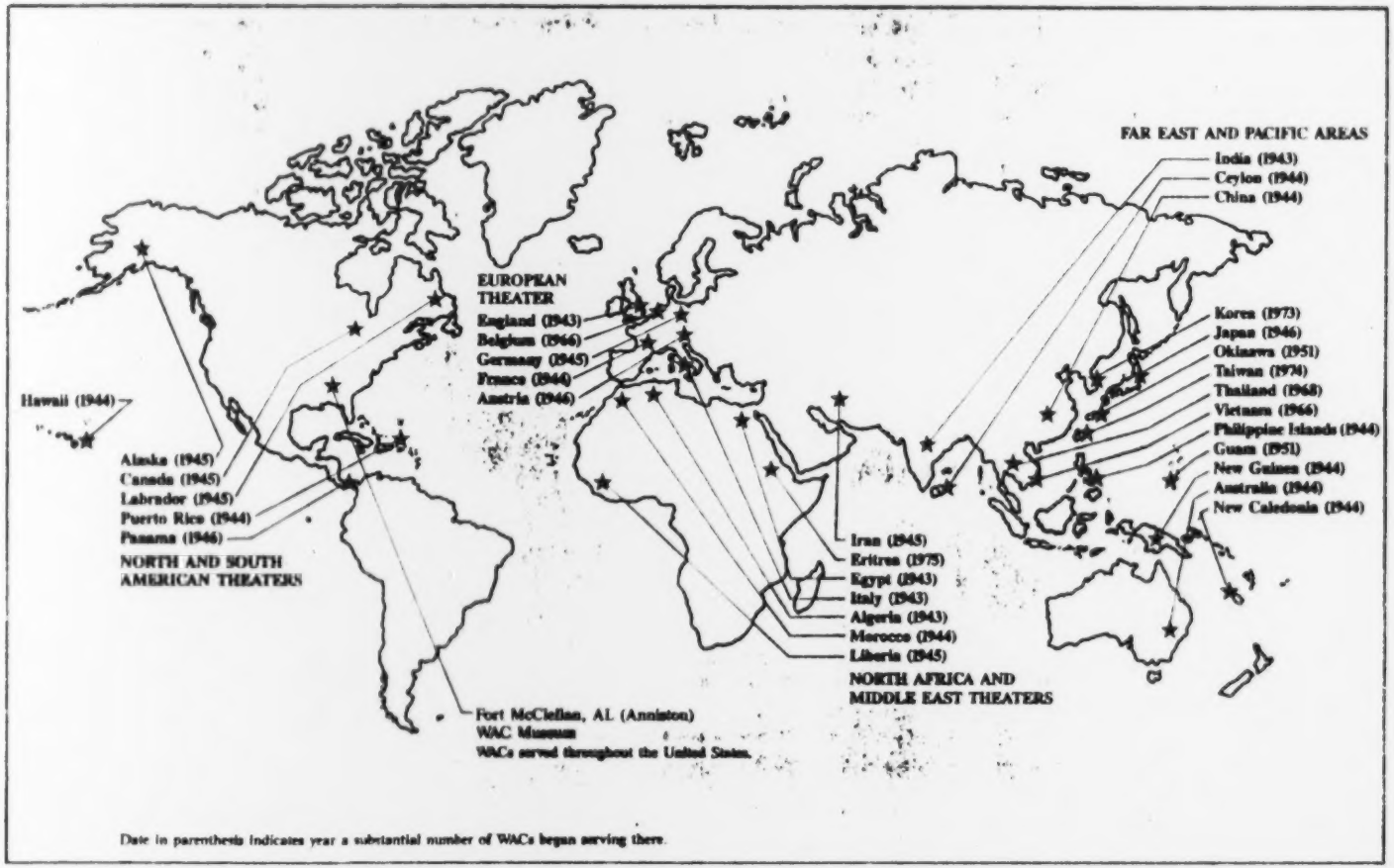

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